



QUEEN'S PARK HIGH SCHOOL



Post of: SEND Manager Application Pack

Full-time, permanent contract to start September 2022
Salary Grade: Grade 7 (pro rota £21,407.05 - £24,247.00)
Closing Date: Monday 4th July 2022

Inspiring Individuals • Empowering Minds • Defining Futures



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QUEEN'S PARK HIGH SCHOOL • QUEENS PARK ROAD • CHESTER • CH4 7AE

T: 01244 257088 | E: enquiries@qphs.co.uk | W: www.qphs.co.uk

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Headteacher: Mr Tom Kearns

Our Vision



As a school, Queen's Park High has ambitious outcomes for all its students and we aim to provide the very best learning and personal development opportunities for every young person that we serve. Our vision is founded upon the following principles:

- *Inspiring Individuals*
- *Empowering Minds*
- *Defining Futures*

Inspiring Individuals

We value the uniqueness of everyone in our school, and we have committed to make excellence in teaching the core value of our school, so that all members of our community are inspired to learn and achieve.

Empowering Minds

We believe that everyone has ideas to share, aspirations to realise, and opinions that matter. It is our mission to liberate young people to think freely, without constraint and beyond limits.

Defining Futures

In all that we do, we are guided by the knowledge that the foundations of every young person's tomorrow are laid today. By achieving excellence in all that we do, we aim to make today's young people tomorrow's era defining leaders, thinkers and pioneers.



“ Leaders and staff have high expectations of all pupils. ”
Ofsted 2020



Headteacher's Welcome

POST SEND Manager

Thank you for your interest in this post. I would like to wish you a warm welcome to Queen's Park High School, an academy within The Learning Trust, beautifully located to the south of the River Dee in the heart of Chester. We work in partnership with Christleton High School, Chester International School (CIS) and Belgrave Primary School to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. More information about The Learning Trust can be found at <https://www.tltrust.co.uk>

Our expectations in terms of achievement and behaviour are very high. If our students are to reach their full potential as responsible citizens, we believe there has to be a culture of mutual respect, honesty and understanding; a culture which is at the heart of our school community.

We have hard-working, committed and dedicated staff, who regularly go above and beyond to ensure that all our students enjoy their learning, feel safe and are able to achieve to their full potential.

In January 2020 we received our first full inspection as a new academy since our conversion back in 2017. We are extremely proud that we are now officially rated as a 'GOOD' school. Whilst we felt very strongly that this was the case, this judgement brings welcome recognition and validation of all the hard work which has taken place across the school over recent years.

Our school is brimming with the potential for future excellence, which I know will flourish as we continue our exciting journey. We would be delighted to welcome you to join us as we strive to become an 'outstanding' school in the near future.

I hope that this application pack gives you a flavour of the many qualities and strengths of our school. As a prospective member of staff, I hope you are interested in applying for this post. Please complete an application form, available to download from the vacancies page of our website, together with a supporting letter of no more than two sides of A4, explaining why you believe you are the right person for the job.

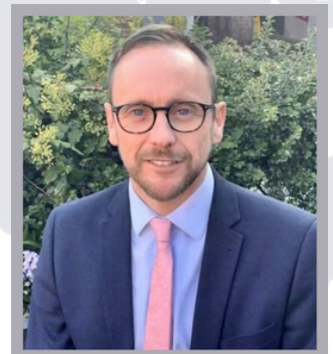
The deadline for receipt of applications is 9.00am on **Monday 4th July 2022.**

Please email your completed application to: **jobs@qphs.co.uk**

Interviews will take place during the week of 4th July 2022.

We look forward to welcoming you to Queen's Park High School.

Tom Kearns
Headteacher



About Us

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Queen's Park High School is an inclusive school, where students are nurtured and supported to grow into active and responsible citizens. We have 3 basic principles on which we build our expectations and the pastoral team work alongside curriculum staff to ensure that all students focus on these principles which are:

Prepared • Engaged • Respectful

All members of teaching staff are allocated a role as a form tutor, which we believe is a fundamental key role within our school. Tutors are key members of staff who, by interacting with their tutees every day will be key in setting and maintaining high standards and expectations with their tutees. Tutors move with their groups through the school and are able to know students and families well. This means that they can recognise the strengths of each child, support and intervene where needed and celebrate success, both in and outside of school.

Each Key Stage is led and managed by a Key Stage Lead and supported by Assistant Key Stage Leads. We also have a small number of experienced non-teaching staff who support behaviour and wellbeing.

We believe that building and developing positive relationships are key to our core values and to building the community that is Queen's Park High School.

*Prepared
Engaged
Respectful*



*“ The atmosphere in the school
is calm and welcoming. ”*
Ofsted 2020

Our Curriculum

Our curriculum is the beating heart of our school and central to our provision. We aim to provide our students with a world class academic and personal development curriculum.

We want all of our students to be able to experience an innovative and dynamic curriculum that prepares them to take their place in the world of work, as articulate, literate and confident adults. At every level, and in every subject, our mission is clear: we want every child to discover their aptitudes and talents; to be supported to maximise their potential; and to achieve their very best.

Full details about our curriculum can be found on our website: www.qphs.co.uk



About Us

Key Stage 3

In years 7 to 9 students are taught in ability sets in the core subjects of English and Maths, and in mixed ability groups in Science. They follow a broad and balanced curriculum including subjects such as: Art, Drama, Geography, History, ICT, Music, PE, RE, Spanish and Technology. These foundation subjects are taught in mixed ability sets to foster a sense of co-operation and collaboration between students. Cycles of learning and assessment points are carefully planned to ensure KS3 prepares students in the best way possible for the start of their GCSE courses. There is a well-developed and comprehensive guidance programme around option choices in Year 9. Students and parents are well informed, supported and consulted to ensure the right choices are made by each individual student to enable them to be successful in their GCSEs.

Key Stage 4

In years 10 and 11 students have carefully completed their option choices. We offer a wide range of GCSE qualifications well suited to students' interests and aspirations. We offer all the EBacc subjects of: Geography, History, Computer Science, French and Spanish. This is in addition to the prescribed core curriculum of: English, English Literature, Maths, PE, RE and Science (including the option of separate GCSEs in Biology, Chemistry and Physics). Additionally students can choose from a wide range of other options, including: Art, 3D Design, Drama, Food Technology, Music, Photography, RE, Sports Studies and Triple Science. Students are taught in ability groups in core subjects.

“ Pupils enjoy coming to school. ”

Ofsted 2020

Key Stage 5

In years 12 and 13 the majority of our students choose to continue their studies here in the Sixth Form once they have completed Year 11. Alternatively we support students to move on to full time college places or to take up an apprenticeship within the local and surrounding area.

We have a strong track record in preparing students for Higher Education and our Key Stage 5 curriculum offers a wide range of courses at Level 3 including traditional A Levels, alongside vocational BTEC courses in a variety of subjects. For further information about Queen's Park High School's Sixth Form, please visit our website or request a copy of our Sixth Form prospectus.



“ Leaders want pupils to become well-rounded individuals who understand the wider world. ”

Ofsted 2020

About Us

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“ We learn a lot about working together in teams and challenging ourselves to do things we didn't always think we could. ”
Ben, Year 8 Student

Creative Curriculum

As a former Specialist Visual Arts College we benefit from an exceptional range of teaching resources, facilities and opportunities to deliver art education at an extremely high level.

Facilities include: two art studios, a ceramic studio, sculpture garden and art gallery. Our highly experienced staff deliver well-established and popular courses in the visual arts which represent the enthusiasm and diverse interests of our students. Results in the visual arts overall are frequently exceptional and the work of our students is regularly exhibited in our art gallery.

Perhaps the highlight of our performing arts calendar is the annual school production. With over 20% of the school population involved, it is clear to see how this popular extra-curricular opportunity is as successful as it is.

With students auditioning for roles from September, the six-month process challenges everyone involved to work incredibly hard as a member of a highly motivated and successful team which involves students from Year 7 right the way through to Year 13.



Students who are interested in the technical and backstage aspects of the production begin their work in October, with a range of opportunities available making use of our professional theatre equipment. Previous productions include: Hairspray, Fame, Beauty and the Beast, Les Misérables, Disco Inferno, Little Shop of Horrors, Rock of Ages, School of Rock, Grease and We Will Rock You.

In addition, students from all years have the opportunity to experience the arts internationally with recent trips to Colombia, West Coast America and New York enriching our curriculum.



About Us

Enrichment

At Queen's Park High School, we offer a wide range of extra-curricular activities, including sport, recreational and the performing arts, many of which take place at lunchtimes or after school.

In addition, we finish early on Tuesday afternoons to provide a further optional enrichment programme which is reviewed and changed each term.



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Rowing at Queen's Park High School

As one of only four state schools in the country to have its own boathouse, we are immensely proud of our rowing club and its achievements. Our rowers regularly and successfully compete at a national level. In 2018 our rowers competed against over 70 teams to win gold and bronze medals at the British Rowing Junior Championships in Nottingham. Former rowers at the club have also been invited to join the Olympic GB training camp. Dry activities take place in our specialist fitness suite with water-based activities taking place throughout the week all year round.

“Pupils take part in many activities, which help to develop their confidence and resilience.”
Ofsted 2020

About Us

Our Staff

Our culture of continuous learning and development applies to our staff as well as our students. On Tuesday afternoons the school day finishes at 2pm allowing staff to engage in our highly effective CPD programme. This programme includes a whole range of CPD workshops and sessions focusing on: pedagogy and practice, safeguarding, leadership development and time ring-fenced for independent study and professional growth. It also facilitates regular meeting time for departments to share best practice and focus on the development of teaching and learning in subject areas.

Early Career Teachers

We offer an enhanced package of support for all of our Early Career Teachers (ECTs) which follows the Early Career Framework. Our delivery partner, Best Practice Network, facilitate a whole range of supportive modules to enhance the growth of professional skill sets including approaches to behaviour management, assessment and curriculum development.

“There are many opportunities for professional development that are led by supportive leaders. There is an overwhelming sense of community spirit which runs through staff and students and this has helped me to settle in quickly and easily.”

Emily, Teacher of Geography

We believe, that our ECTs learn best from each other and as such, offer two additional opportunities for sharing best practice and the development of professional skill sets:

- Weekly meetings with the Assistant Head for Teaching and Learning to share best practice and talk through the latest developments in pedagogy.
- Half termly meetings for ECTs and RQTs together to reflect on innovative practice and develop bespoke CPD sessions for the rest of the teaching staff.



“I have had incredible support at Queen's Park High School as an ECT. Everyone is ready to help out and nothing is too big of an ask. The CPD and constant support have helped me to develop my teaching practice this year and I feel that working at Queen's Park for my ECT years will help me to form a strong foundation for my entire teaching career.”

Heather, MFL ECT

About Us

Partnership with Parents

Our highest priority is to ensure that students are happy, safe and supported in school and we can only achieve this through a close partnership with parents and carers.

We recognise the importance of excellent communication between home and school to encourage closer links and better understanding. This is facilitated through Parents' Evenings, the school website, newsletters, e-mails, text messages and social media. As a result of this Queen's Park High School was announced winner of the Communication Award at the Trinity Mirror Cheshire Schools Awards 2018.

All parents can access real time student data online through EduLink One, including: registers, homework assignments and assessment information. We encourage our parents to access this information and to regularly discuss how things are progressing in school with their child. Parents also receive information about their child's assessment grades each term and a summative report annually.

The school also has a very committed Parent Teacher Association (PTA) which actively supports both the school and our students.



“ I’m so happy I picked Queen’s Park High School for my daughter who is going into Year 8 . . . Queen’s Park High School is just the best in every way. ”
Year 7 Parent



Further information

To find out more about school life at Queen’s Park High School and keep up to date with all our news and events, please visit our school website and read our termly newsletters:

<https://www.qphs.co.uk/newsletters>
or follow us on social media:



www.qphs.co.uk



@qphschester



@qphschester



QPHS Chester

The Department

“ Behaviour is good ”
Ofsted 2020

Welcome from our SEND Team

The Special Educational Needs and Disabilities Department is a dynamic team of twelve staff, who work collaboratively to support students identified with SEND at Queen's Park High School.

The Department is led by an experienced SENDCO alongside two SEND Managers, who together have a wealth of experience in the many aspects of delivering an excellent SEND Provision.

From September we wish to further increase our School SEND offer to include a third SEND Manager, whose specific role will be to manage the provision for students experiencing Social Emotional Mental Health Difficulties.

As a department and in line with the SEND Code of Practice we put our emphasis on improving outcomes for students, setting high aspirations and expectations.

We work with our School Curriculum Team Leaders to ensure that all students are offered a broad and balanced curriculum to make progress so that they can achieve their best, can become confident individuals living fulfilling lives and can make a successful transition into adulthood, whether into employment, further or higher education or training.

The Team support students in the classroom for lessons, as well as in Intervention Sessions and during all unstructured times of day (break time and lunch time). We meet on a daily basis before school, as well as for a weekly team meeting to ensure full departmental communication takes place.

Opportunities for training and development are offered to Team Members.



The Department



Sarah Williams
SENDCO



Rachel Brandreth
SEND Manager



Lucie Staden
SEND Manager



Vacancy
SEND Manager



Ruth Astill
Specialist Maths
TA



Ellie Banks
TA



Rebecca Clegg
TA



Amanda Hall
TA



June Joynson
TA



Vacancy
TA



Abraham Massih
TA



Liam Ramsden
TA



Mandy Saddler
TA



Dan Trickett
TA

The Department



Resourcing and Facilities

The SEND Department benefits from its own new and modern Intervention Base as well as two SEND offices, where the SEND Managers are based.

The Intervention Base is used for all intervention sessions, including Literacy sessions, Social Skills sessions, Speech and Language etc.

The Intervention Base is equipped with laptops for Students to use during sessions and which as well can be used by students who require a lap top to produce their work.

During Break and Lunch Times SEND students who prefer to spend their time supported inside school building have access to the school's beautiful assembly room.

Excitingly a new base is to be established for the specific provision of SEMH Intervention.

Job Description



Role: SEND Manager
Responsible to: SENDCO

CLOSING DATE

9.00am
 Monday 4th July 2022

Basic Job Purpose

- To lead and deliver support (academic, behavioural, emotional wellbeing) for students experiencing social, emotional and mental health difficulties.
- To manage outreach support at home to identified SEND students currently unable to attend mainstream lessons in school through emotionally based school non-attendance.
- To arrange and implement Alternative Provision Placements for appropriate students.
- To assess for, plan for and deliver specific evidenced based intervention packages (1-1/Small Group) to identified SEND students.
- To provide in class teaching assistant support for identified SEND students.
- To line manage identified areas of responsibility for the Team of Teaching Assistants.
- Working with SENDCO to manage all aspects of SEND register, including pupil profiles.
- Working with parents/carers, relevant school staff and professional agencies to complete assessments and associated administration surrounding the referral for and statutory reviews of Education Health Care Plans.
- Working with parents/carers and relevant school staff to complete SEND referrals into Behaviour Pathway and or relevant agencies as directed by the SENDCO.

Main Responsibilities

To lead and deliver support (academic, behavioural, emotional wellbeing) for students experiencing social, emotional, and mental health difficulties.

Academic:

- To liaise with School Sendco to ensure any potential barriers to learning have been identified and agreed possible strategies/solutions can be used.
- To work alongside School Sendco and members of the SEND team in the development and implementation of Student One Page Profiles.
- To liaise with Curriculum Team Leaders and Subject Teachers to ensure appropriate schoolwork be set, and marked with feedback.
- To liaise with online learning providers to ensure appropriately challenging timetable be offered.
- To monitor academic progress of all students attending support base.
- To support and motivate students to ensure that all attending the support base complete an agreed amount of work, to the expected standard.

Behaviour:

- To positively manage the behaviour of all students attending the support base.
- To examine with Heads of Key Stage and Identified Member of SLT individual student's records of behaviour, to form a picture of behaviour need, by subject, by teacher, by class group, peers etc including all probable triggers to behaviours. From this data to devise timetable of need.
- To work with parents/carers and relevant school staff to draw up a rewards-consequence report to be shared with home on a daily basis.
- To deliver behaviour management programmes to enable student to be able to recognise triggers for undesirable behaviours and is able to choose and use identified strategies to dissipate negative emotion.
- If ADHD or ASC are considered as possible diagnoses that relevant assessments and referrals into Behaviour Pathway are discussed with parents/carers and progressed as per parental/carer consent. § In liaison with the School Medical Officer to ensure if behaviour is caused by identified diagnosis of ADHD, and medication is prescribed, that medication is safely taken OR has been taken at the agreed time of day.

Emotional Health and Wellbeing:

- To work with Sendco and School Mental Health Lead to deliver emotional health support programmes to encourage positive wellbeing, with students. choosing and using techniques/methods independently to manage this.
- Working alongside Senior Mental Health Lead to monitor and track the use of the School's 'Quiet Pods'.
- To implement best practice from Emotionally Based School Non Attendance programme.
- To implement best practice from Camhs strategy selection.
- To implement best practice from Mental Health Care Practitioners.
- To monitor strategies being deployed and review with student/Parent/Carers.

To manage outreach support at home to identified SEND students currently unable to attend mainstream lessons in school through emotionally based school non-attendance:

- To work with the Attendance Lead to identify students current not able to attend school and who require emotional support.
- To drive to and visit homes of students currently unable to attend school.
- To support parents to encourage students to get ready to come to school.
- To support and motivate students to be able to come into school.
- To transport student to school (walking in with, bus, car).
- To deliver and collect work as provided by attached subject teachers.
- To oversee (online) learning in student home (as provided by subject teachers or online learning provider).
- To liaise with subject teachers regarding expected work outcomes.
- To liaise with relevant professional outside agencies regarding Emotional Based School Non-Attendance (EBSNA).
- To attend relevant CPD training regarding EBSNA.

To arrange and implement effective Alternative Provision (AP) Placements for appropriate students:

- To liaise with Alternative Provision Managers to identify appropriate Alternative Provision Placements
- To monitor attendance and engagement of students attending Alternative Provision.
- To complete regular checks of the identified Alternative Provisions, including Student Attendance, Engagement and Progress.

To assess for, plan for and deliver specific evidenced based intervention packages (1-1/Small Group) to identified SEND students:

- To assess, plan and deliver specific evidence based intervention packages to identified SEND students.
- To measure progress at agreed assessment points.
- To prepare progress data to share with SENDCO/SLT/CTL/KSL & To prepare progress data to share with students/parents/carers at agreed assessment points.
- To review programme/intervention effectiveness and propose ideas to ensure continuous improvement.
- To liaise as necessary with parents/carers.
- To liaise with relevant outside agency professionals.
- To attend regular CPD sessions to ensure up to date knowledge.
- To work with School SENDCO to share in preparation and delivery of School CPD Sessions.

To provide in class teaching assistant support for identified SEND students:

- Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning.

To line manage identified areas of responsibility for Team of Teaching Assistants, including:

- Management and Deployment of other Teaching Assistants
- Liaison between Teaching Staff and Teaching Assistants
- Holding regular team meetings with Teaching Assistants
- Undertaking recruitment/induction/appraisal/training/mentoring for other Teaching Assistants

Working with SENDCO to manage all aspects of SEND register, including student profiles:

- To prepare and regularly update SEND register to ensure accurate provision of information to staff and parents/carers.

Working with parents/carers, relevant school staff and professional agencies to complete assessments and associated administration surrounding the referral for and statutory reviews of Education Health Care Plans:

- To complete (Education Health Care Plan) referrals into LA SEND Team and to carry out all aspects of the annual review process for students with allocated SEND funding.
- To complete Annual Review Paperwork for Students with Education Health Care Plans/TopUp Funding and to carry out all aspects of Review Meetings.
- To liaise with Local Authority SEND advisor.

Working with parents/carers and relevant school staff to complete SEND referrals into Behaviour Pathway and or relevant agencies as directed by the SENDCO:

- To liaise with parents/carers regarding possible necessary referrals into Behaviour pathway or relevant agencies.
- To complete all aspects of referral paperwork
- To follow up on referrals as necessary
- To liaise with agencies post any positive diagnosis
- To consider appropriate intervention package, deliver and review.

Other relevant responsibilities:

- Where necessary to open, manage and attend TAF assessments and reviews.
- Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the students' well-being.
- Record student information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
- To work within the mandates given, adhere to school (and TLT) policy, maintain confidentiality at all times, and demonstrate a clear understanding of the Data Protection Act and the implications that it has for managing school data
- Attend to the personal, social and physical needs of students so that their well-being is maintained.
- Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
- Display and present the students' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
- Attend staff and other meetings and participate in staff training development work and staff reviews as required.

The jobholder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.



Person Specification



Criteria	Essential Requirements	Desirable Attributes
Qualifications	<ul style="list-style-type: none"> • 5 GCSE's at C/4 or above (or equivalent) including Maths and • English 	<ul style="list-style-type: none"> • HLTA Level 4 certificate • Other further study qualifications e.g. A Level, Degree • Other Specialist SEND qualifications
Experience	<ul style="list-style-type: none"> • Proven record of working successfully with high needs SEMH students • Experience of planning and delivering SEND intervention programmes • Ability to use performance data to inform development activities • Experience of working as part of a multi-disciplinary team • Experience of working in/with an educational establishment • Experience of effective liaison with parents/carers with discretion and tact • Experience of effective liaison with outside agency professionals 	<ul style="list-style-type: none"> • Experience of managing a small team of staff • Experience of managing SEND register and pupil profiling • Experience of preparing SEND documentation including: EHCP, Annual Review and Behaviour Pathway • Experience of outreach work with students, at home or in the community • Experience of working with students attending Alternative Provision Settings • Experience of TAF processes • Full working knowledge of relevant current policies, codes of practice and legislation

continued next page...

Criteria	Essential Requirements	Desirable Attributes
Knowledge and Skills	<ul style="list-style-type: none"> • Excellent communication skills and an ability to form productive working relationships with colleagues, other professionals and students/parents/carers • ICT literate with the ability to word process and accurately record data • Independent thinking, initiative, forward planning and able to prioritise work and manage own caseload to meet deadlines and the ability to work constructively as part of a team • Ability to identify clear teaching objectives, set tasks which challenge students and set clear targets for students learning • Ability and a commitment to work flexibly and to respond to unplanned situations, remain calm and contribute to resolution of problems 	<ul style="list-style-type: none"> • Knowledge and Practice of Emotional Based School Non-Attendance Strategy • Able to identify barriers to learning and offer and develop strategies to deal with the individual student needs and an understanding of child development and learning principles • Ability to plan and deliver quality experiences to engage students and develop their learning and social skills
Criteria	Essential Requirements	

Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusion and equal opportunities • Ability to instil confidence in young and vulnerable children • Work with commitment and good humour and resilience; firm, fair and approachable • Ability to deal confidentially, impartially and appropriately with situations • Able to empathise with young people and assist them in a supportive withdrawal environment • Patience, tolerance and sensitivity • Good interpersonal skills and the ability to establish rapport with adults and students • Efficient and meticulous in organisation • A desire to develop skills and knowledge through CPD • Evidence of exemplary attendance and punctuality • Ability to work additional hours as required • Commitment to the highest standards of child protection • Recognition of the importance of personal responsibility for Health and Safety • Commitment to the school's ethos, aims and its whole community
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Application Process

Timetable for the Appointment

The selection committee will consider applications and candidates selected will be notified as soon as possible thereafter and provided with more detailed information including the necessary paperwork to bring to the interview.

The Interview

During the interview process the applicants will be assessed to determine how they fulfil the requirements of the post and this will include a consideration of the applicant's suitability to work with children.

If the applicant is shortlisted, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

How to Apply

In order to promote fairness and consistency amongst applicants, only application forms fully completed will be accepted (please refrain from using "*please see attached CV*" when completing sections of the form). You may wish to provide further information on a separate sheet where space is limited on the form. However, should you have a disability that prevents you from completing an application form, please contact the school for advice.

Incomplete forms or a form containing gaps in the information provided may be returned for completion before it can be considered.



Our preferred method of receipt is by email to:

jobs@qphs.co.uk or
a.nancollas@qphs.co.uk

Alternatively, applications can be posted FAO:

Mrs A Nancollas
HR Administrator
Queen's Park High School
Queens Park
Chester CH4 7AE

Please endorse the envelope:
'SEND Manager'

Interviews will take place:
During the week of 4th July 2022

CLOSING DATE for applications: 9.00am on Monday 4th July 2022

Additional Information



Referees

References will only be sought for the successful candidate. Applicants should provide details of two referees on the Application form, one of whom must be your current or previous employer. These referees will be contacted once the successful applicant has accepted the offer of employment.

Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality /or a valid work-permit to cover the role applied for or;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Administrator who will facilitate an alternative approach.

Verification of Educational/Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a pre-employment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

Feedback

We welcome feedback on the quality and scope of our recruitment process.



Safeguarding

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent.

Should an applicant have a criminal conviction, this will be discussed in confidence at interview.

However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.



Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced Disclosure which provides details of all convictions held on the Police National Computer Database, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request. Further information about the Disclosure scheme can be found at <https://www.gov.uk/disclosure-barring-service>

A copy of the school's Safeguarding Policy can be found here:

<https://www.qphs.co.uk/attachments/download.asp?file=993&type=pdf>

Our Senior Leadership Team



Tom Kearns
Headteacher



Clare Scanlon
Deputy Headteacher
/ Pastoral Lead



Matt Yeoman
Assistant Headteacher
IC T&L / Curriculum



Dave Helsby
Operations Manager



Lisa Phillips
Associate Assistant
Headteacher IC Literacy,
PP Lead KS3



Ashley Jones
Associate Assistant
Headteacher IC Assessment,
PP Lead KS4



Sarah Williams
SENCO & Designated
Safeguarding Lead (DSL)

We look forward to welcoming you to Queen's Park High School